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LIVING GEOGRAPHY: 8 WAYS FIELDWORK

EVOLUTION & EVALUATION

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Aims of this session

- What is 8 way thinking?
- Evolution - the outcomes
- Evaluation - impact on the users
- Where next?
- Questions/Discussion

8 Way Thinking

- Devised by Ian Gilbert
- Derived from Around Deeply Project
- Multi-dimensional snapshot of the people, places, history, sights, sounds and nature of locations on a voyage round Britain.
- Thinking skills project encouraging participant to:
 - Think
 - Reflect
 - Look more closely

Derived from

- Gardner's Multiple Intelligence Theory (MI)
- Philosophy for Children (P4C)
- De Bono's six 'Thinking Hats'
- Thinking Skills

8 Way thinking

- Combining thinking skills scaffolding, P4C practices and MI theory
- *Logical/Mathematical*
- *Verbal/Linguistic*
- *Interpersonal*
- *Intrapersonal*
- *Naturalistic*
- *Body/Physical*
- *Musical*
- *Visual/Spatial*

Terminology simplified

- People
- Numbers
- Words
- Nature
- Sounds
- Feelings
- Sights
- Actions

8Way Thinking

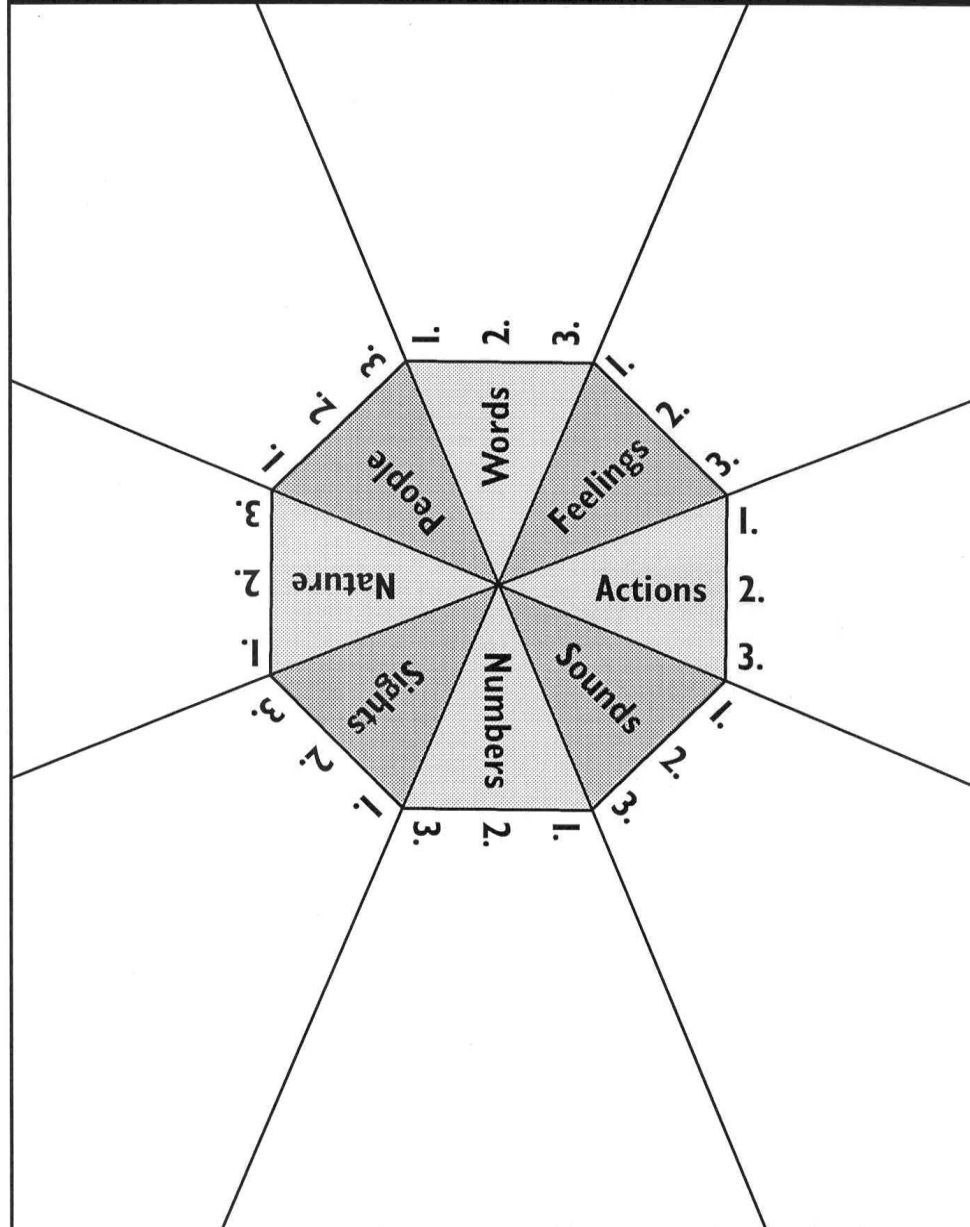


Figure 1

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Example – Grimsby dock

- People – sorts of jobs/daily life – *history/geography*
- Numbers – how many workers – *maths*
- Words – accents and dialogues - *language*
- Nature – species – *science, geography, maths*
- Sounds – now and hundred years ago – *history/DT* – different jobs create different sounds/it – recording current sounds/*music* – songs associated with the past
- Feelings – what does it feel like to see this place now knowing what it was like? *Language/ geography* – empathy/ *art* – draw how you feel
- Sights – what did it look like/ what makes it beautiful today. *Language/ art* – paintings/photos
- Actions – physical process of trawling – *DT* – fishing boats/*geography* – way of life

It is a model for

- Asking questions across subjects
- Arousing and harnessing curiosity
- Seeing with new eyes

For geography

- It offers a new integrated approach for thematic planning
- A different means of developing a sense of place

How have we used it?

- Based our work on Ouseburn Valley in Newcastle
- Compact
- Accessible
- Variety of environments
- Local issues

8 ways at Ouseburn – initial thoughts

People

- Nature of employment. How are these changing?
- How do people use the area for leisure?

Numbers

- Numbers using the area for different purposes e.g. work, living and socialising.
- Land use survey

8 ways at Ouseburn...

Nature

- Changes in the environment. Caused by?
- Species found? What affects this?

Sounds

- Sounds in the Valley today. Comparison of sounds with the past.
- Soundscapes

8 ways at Ouseburn...

Feelings

- Use pictures, information and video clips to create a sense of place.
- How does the Valley make you feel and why?

Sights

- How have sights in the Valley changed and why?
- How might the valley look in the future?

8 ways at Ouseburn...

Actions

- What actions have created change? Who took them?
- What future actions could take place to improve the area?
- Who should decide which actions are the most suitable for the area?

Words

- Create a bank of key or buzz words which will enable you to describe the sights/sounds etc that the other groups devise
- Have these words changed over time?

Evolution & the Outcomes

The technique has been used with

- Secondary PGCE students
- Primary Undergraduate and PG students
- Y1 Geography undergraduates
- Primary children of various ages

ITE Students

- Developed lesson plans & schemes of work
- Devised a variety of activities that utilised the 8 way thinking approach
- Studied the area from the 8 way viewpoint
- Developed a bank of resources for future development

Steven's Scheme

- People: Children's life, family life and housing
- Numbers: How many bridges, arches and bottles on fence between Farm and slipway.
- Words: Geordie words, Accents in area.
- Nature: Wild life, pollution and food.
- Sounds: Industrial, transport and wildlife.
- Feelings: Pictures, Victoria Tunnel and childhood.
- Sights: Types of boats, bridges and wildlife.
- Actions: Tourism, air raid and recycling.

Geography

People: Children's life, jobs people did and housing.

Numbers: How many bridges, arches and compare value of money.

Words: Geordie words, Accents in area and songs.

Art & Design

Actions: Tourism, air raid and recycling.

Past Ouseburn Present

Nature: Wild life, pollution and food.

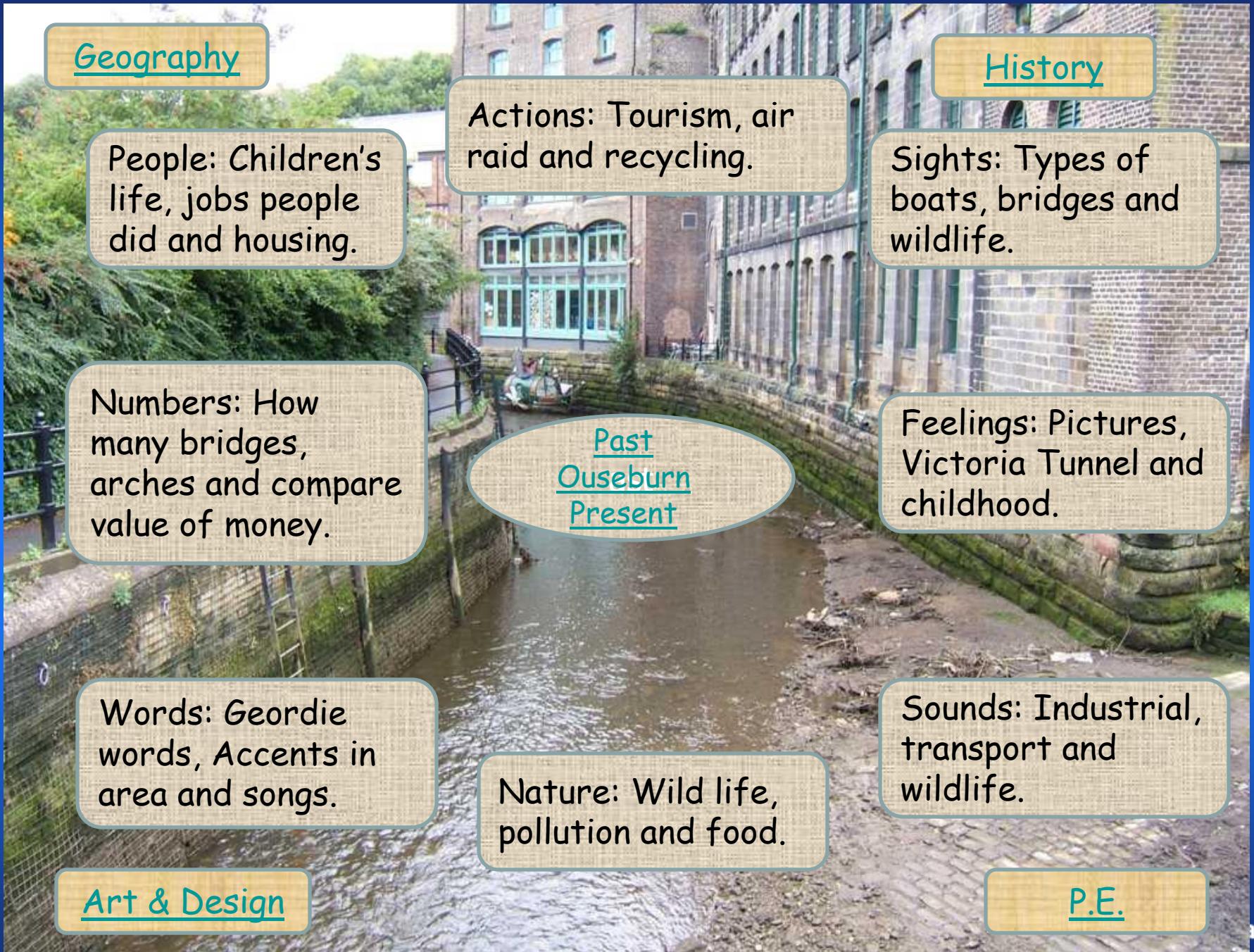
History

Sights: Types of boats, bridges and wildlife.

Feelings: Pictures, Victoria Tunnel and childhood.

Sounds: Industrial, transport and wildlife.

P.E.



Geography

Week	Focus	Methods Strategies	Resources	Assessment	Links	NC & Standards
1	<ul style="list-style-type: none"> •To understand how to read a street map and demonstrate this knowledge by completing tasks. 	<ul style="list-style-type: none"> •Down load copies of a street map of area around school, take groups of children around a short route. •Children to look at Ouseburn map and devise a key for the locations highlighted. 	Internet, local area street map, Ouseburn Map, additional member of staff and adult helper.	<ul style="list-style-type: none"> •Completion of route . •Production of a suitable map key. 	ICT	Geography/ 2c, 2d ICT/1a.1b,1c Q1,2,3,4,5,6, 10,11,12,14, 15,17,22,23, 25,27,30,31, 32,33
2	<ul style="list-style-type: none"> •To analyse a range of information about the geography of Ouseburn and demonstrate this knowledge by discussion and devising a range of questions related to activity. 	<ul style="list-style-type: none"> •Discuss factors why Ouseburn has been an important area and record. e.g. It has a river, rivers are useful for industry, Industry provides jobs. •Make worksheet for Ouseburn under headings Industry, People, Transport and Environment. List questions why were they there, how have they changed, why have they gone. 	<u>Ouseburn Map</u> Paper, pencils, Interactive whiteboard, pictures of Ouseburn and Word processing.	<ul style="list-style-type: none"> •Oral descriptions and findings. •Completion of worksheet. 	ICT History English	Geography/ 1a,1c,2d,3a, 3d,4b History/2c Q1,2,3,4,10, 11,12,14,15, 17,22,23,25, 27,30,31

Geography

Week	Focus	Methods Strategies	Resources	Assessment	Links	NC & Standards
3	<ul style="list-style-type: none"> •To recall previous knowledge of map reading and demonstrate understanding of last lesson by completing worksheet. 	<ul style="list-style-type: none"> •Children in groups tour activities fact finding using questions from previous weeks work. •Make sketches of bridges. 	<u>Activity Map</u> Teachers, Adults, worksheets, Pencils and paper.	<ul style="list-style-type: none"> •Completion of worksheets. •Completion of sketches. 	History Science Art & Design English	Geography/ 1a,1b,2a,2b,7c History/2c Science 5a,5b,5c Art&Design/ 1a,1b,5a Q as wk 1
4	<ul style="list-style-type: none"> •To understand how recycling can be used in resources and buildings and demonstrate knowledge by completing recycling diagram. •To discuss how industry can damage the environment. 	<ul style="list-style-type: none"> •Children asked to discuss industrial recycling. e.g. Glass works - ballast into glass, Victoria Tunnel uses. •Draw a recycling picture of sand to glass. •Discuss recycling issues today and record in books. •What damage has been caused by Industry and record in books. 	Pictures of Ouseburn's industries., Children's notes on Ouseburn, Interactive whiteboard, pencil and work books.	<ul style="list-style-type: none"> •Oral descriptions and findings. •Recycling picture •Written work in books. 	ICT History Science English	Geography/ 1a,1b,2a,2b,2d,3d,3e,5a History/2c Q's as wk 2

Geography

Week	Focus	Methods Strategies	Resources	Assessment	Links	NC & Standards
5	<ul style="list-style-type: none"> •To recall previous knowledge from History lesson and identify different forms of transport used in the 1800's. •To discuss the impact of transport on the area. 	<ul style="list-style-type: none"> •Name different forms of transport in 1800's and uses. What transport of today has replaced them. • Discuss impact transport has had on the area, advantages/disadvantages. •Record findings in work books. 	Collected information, interactive whiteboard, pencil and work books.	<ul style="list-style-type: none"> •Oral descriptions and findings •Written work in work books. 	ICT History English	Geography/ 1a,1b,2a,3a,3d,3e,3g,5a,6d,6e History/2c Q's as week 2
6	<ul style="list-style-type: none"> •To analyse factors about the area and identify through group discussion how the area is prospering. •To demonstrate this knowledge by recording main facts. 	<ul style="list-style-type: none"> •Discuss why Ouseburn has changed, what are the factors. •Ouseburn still thrives, identify businesses and why they are still here. •What people frequent Ouseburn. •What are the signs of prosperity. •Record findings in work books. 	Collected information, interactive whiteboard, pencil and work books.	<ul style="list-style-type: none"> •Oral descriptions and findings •Written work in work books. 	ICT History	Geography/ 1a,1b,2a,3a,3e,5a,6d History/2c Q's as week 2

Jane's plan

8. ACTIONS

1. From a tourism aspect draw how the uses have changed?
2. Can you act out a scene from the tunnel during an air raid?
3. Can you think why it might be a good idea to recycle, what is recycling?

ART, DRAMA AND SCIENCE

1. PEOPLE

1. What jobs did people have then and what kind of jobs do people have now?
2. What was life like for the children then (particularly during World War II) compared to now?
3. What were the houses like then, how do they differ to now?

HISTORY AND GEOGRAPHY

7. SIGHTS

1. How did the boats differ then compared to now?
2. Do we still use boats for the same purpose now as we did in the past?
3. How do the bridges differ?

ART AND DT

6. FEELINGS

1. How would you feel if you had to work everyday instead of going to school?
2. How do you think you would have felt standing here during the war compared to now?
3. How would you feel if you were a worker making ships in the past compared to working here now?

ICT, ART AND GEOGRAPHY

Ouseburn Field Visit

8 Way Thinking

NOW AND THEN

2. NUMBERS

1. How long was the tunnel then and, after construction work how long is it now?
2. How has the value of money changed?
3. Compare an old bridge (arches, building work etc) to a newer bridge?

MATHS, DT AND ART

5. SOUNDS

1. Have there been any changes in sounds between now and then?
2. Are there any differences in transport sounds? Then - horse and cart, now - cars.
3. Do you think there might have been differences in the sounds from work? Then- shipbuilding/ mining, now - bars/hotels.

GEOGRAPHY

4. NATURE

1. Wildlife how has it changed, brings in extinction issues?
2. Are there any different trees now that they didn't have in the past?
3. How did they use the land and near by resources compared to now?

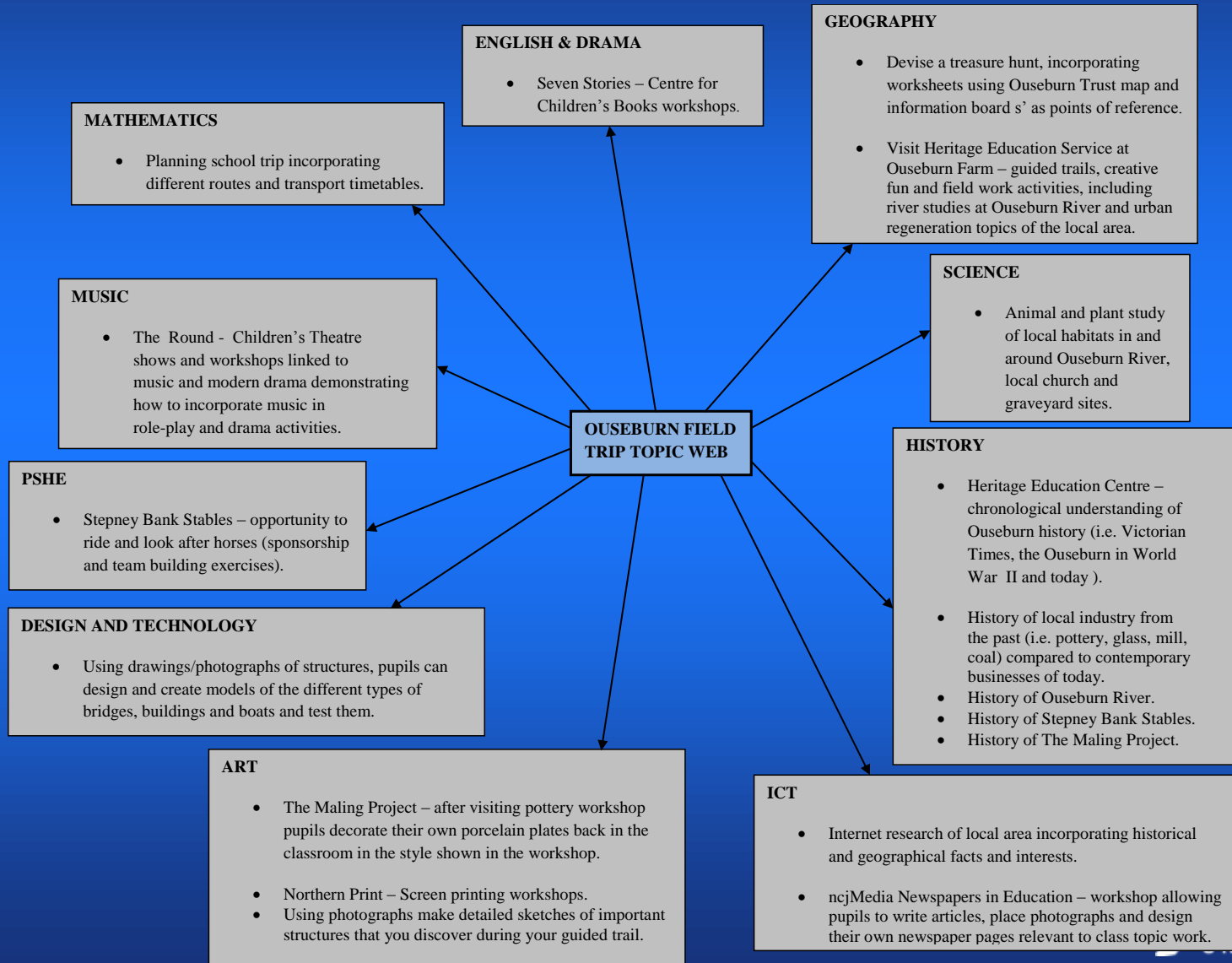
SCIENCE AND DT

3. WORDS

1. Geordie words they used while working in ship yards and how have they changed?
2. Dialect then and now?
3. Songs they sang then compared to now e.g. "...I shall have a fishy on the dishy I shall have a fishy when the boat comes in..."

ENGLISH

Ian's plan



Primary Children

- A number of students have used the technique on teaching practice
- Materials have also been trialled by several primary teacher's
- The results have been very encouraging

Hannah's Approach

Hannah (student) used 8 way in conjunction with the mantle of expert approach with her class of year 4 children.

The children were asked to update the Google earth entry for the Ouseburn valley:

'It has been a good few years since we updated our information pages and images of the Ouseburn area of Newcastle. In particular we are lacking specific knowledge of the River Ouse and its main features. This is of great sadness to our customers as many of them want to locate the geographical features of the Ouseburn but they are out of date at the moment. If we continue to sadden our customers, we will go out of business. We do not want this to happen'.

Hannah's evaluation

- The trip was a true success because the children really gained from first-hand experience of seeing the river and its main features. They revelled in telling the rest of their class what they knew (when they were the experts) about the features of rivers like weirs, waterfalls, erosion etc. They also benefited massively from being outside, getting fresh air and I don't think I've ever seen them so tired than they were at the end of the day!

Hannah's evaluation...

- From the work on Rivers, I also got the children to compose a composition using rivers as their stimulus, write a persuasive letter to the headmaster expressing the benefits of outdoor learning and the Ouseburn area. The children also performed a debate on the uses of the River Tyne which was brilliant.

Dawn's 8 Way Approach

- Dawn (teacher) used the approach with her year 1 class
- Linked real people into the work
- Used a maths trail to familiarise the children with the area and focus them on particular buildings

Dawn's evaluation

- Opportunity to discover local area
- Gave each child chance to 'shine'
- Appealed to all learning styles with the range of activities
- Freedom to follow the children's interests – planning not so rigid
- All the children enjoyed the work – keen and motivated

Year 1 Undergraduate Geography students

Northumbria's Year 1 Geography students
have been using the approach now for
2 years

The Approach used with Undergraduate Geographers

- Engagement with planning documents online.
- In the past two years have engaged with 1901 census, historical maps and trade directories.
- This year listened to a professional story teller.
- Visit to the Ouseburn on day one to
 - meet with speakers and to
 - familiarise themselves with their allocated sites.

This investigation forms the background to the 8 way thinking assessment

- Past – draws on the historical documents and photographs /storyteller
- Present – own observations
- Future - planning documents

Geography student thoughts on the advantages of 8 way thinking

“Benefits of the method were that it encouraged me to think in different ways than in any other assignments I’ve had to complete.Overall I think *8 way thinking* has helped me to develop a new broader way of thinking.”

“I felt that the ‘8 way thinking’ concept really helped me to analyse the Ouseburn area in a completely different way to how I had done previously. It acted as a database for me to write down my initial feelings and thoughts about the area past, present and future. I would not have usually thought about some of the aspects the ‘8 way thinking’ concept directed me towards, for example the ‘feelings’ and ‘sounds’ sections. This allowed me to get a really in – depth overview of the Ouseburn area from 8 very different aspects.”

Geography student thoughts on the disadvantages of 8 way thinking

“Drawbacks to this method were that since it was unfamiliar to many of us an introduction and description of how to complete it successfully would have been very useful because as I mentioned earlier many of the categories are very open to interpretation and it is difficult to know exactly the kind of content that should be included.”

Geography student thoughts on using 8 way thinking in the future

“For an area with such a vast historical background and future potential this exercise has challenged my perception of the area and indeed how I could view other locations in future work.”

“I think that in the future if I was given a project where I had to think about the future development or regeneration of an area, I would use the eight ways thinking method again and do it for past and present so that I could build a more complex and detailed picture of the area I was studying.”

Some thoughts on use in HE

- Lower Ouseburn Valley – locality that undergoes dynamic but also **contested change**, and linked (belongs now to Byker through spatial planning and schemes on housing / environment , and in terms of city council and developers, esp. housing, to Quayside)
- **pilot area** of city-wide (NCC keen to role out regeneration approach tested there to elsewhere in Newcastle), national (NCC's 'urban village', Ouseburn Trust's exploration of land trusts from US, live-work spaces from Scandinavia etc.), and European (*PURE*, a new approach to water management and spatial planning in fringe zones of cities) importance

Communities: plural and potential conflicts of interest and role of dialogue

- Different communities: very limited residential (through some plans for expanding, but contested, business (music and catering, light industry, creative cultural industry (incl. fine art, theatre, design, consultancy, recreation, education), social enterprises, community initiatives (heritage, environment) which at times (see Barrage construction - and public inquiry - to cease tidal nature of Ouseburn river) can conflict
- Dialogue between those communities; e.g. Ouseburn Trust's "Ouseburn Valley Forum" but also by NCC

Different input – different perspectives – different outcomes ?

- different inputs to our HE Geography Ouseburn Project Week – different perspectives; e.g. between planners (planning control) and economic development / regeneration officers; between City Council and Ouseburn Trust (social enterprise) on economic development model and land use
- Which may mean that – as we have to negotiate availability of outside partners for one fixed week – there is a different emphasis in terms of input each year which may influence students in their learning and reflection / senses of place development

Senses of place and narratives

- Whose 'sense(s) of place' ? And which one is more prominent with students (year cohorts / groups / individuals) ?
- Individual or collective (group work format) – negotiated (including through input from partners and tutors, and now peer mentors)?
- Planning / regeneration / local economic development / urban change: role of narratives, stories, representations of it, dialogues, PR campaign, advertisement; has to be marketed / 'sold', including to the public and communities; role of critical cultural / social geography

Embedded skills - employability

- Embedded skills – creative (8 way thinking, plus futures dimension) yet materially (not just physically visible but power structures and interest) informed
- BOTH dimensions important for skills development for employability and careers orientation – as geography and environment graduates have no obvious professions / jobs to walk in but are versatile and flexible and lateral thinkers and doers
- Professions such as planning, economic development etc are changing - more creative and communicative (consultative to collaborative) with regards to communities and clients and localities

- HE approach has to work in partnership – not 'exploitative' in terms of using the locality / partners / communities as input without giving back - with communities / organisations (e.g. Northumbria Geography & Environmental Management's Coach Valley and Ouseburn Partnership Project Research Informed Teaching project, HEFCE funded)
- Partnership models within community (e.g. Ouseburn Trust), volunteering, useful u/g dissertations; issue of revenue generation and meeting needs, but also not to make each other obsolete or overlap = duplicate

Evaluation

Offers a Framework for Learning for use with:

1. ***Children*** (primary/secondary) either in
 - Short term – different groups working on one of the 8 ways
 - Longer term – with each 8 way offering focus for a lesson

Value of Approach...

2. ***ITE Students*** – lends itself to cross curricular activities/learning & thematic planning, whilst retaining a geographical emphasis
3. ***Undergraduate geography students*** -offers an effective way of developing a real sense of place

Value of Approach...

4. ***Field studies/outdoor education teachers*** etc – offers a fresh and different way of viewing an area
5. ***Community groups*** – may offer a new perspective on issues developing in an area

Value of Approach...

For all users

- Very interactive – really engages & enthuses
- Each group that does it sees things differently – fresh for them & the teacher/tutor
- Different approaches have value to different learners – ‘enables all to ‘shine’”
- Raises awareness of issues in local area
- Stimulates working with local community

Value of Approach...

For ***Primary*** it fits into the 'Rose' Approach and the 6 areas of understanding

- understanding English, communication & languages
- mathematical understanding
- scientific & technological understanding
- human, social & environmental understanding
- understanding physical health & well-being
- understanding the arts & design

Value of Approach...

For ***Secondary*** it offers a fresh way of approaching

- Key concepts e.g. place, interdependence, environmental interaction & sustainable development
- Key skills e.g. Geographical enquiry, fieldwork and out-of-class learning as well as graphicacy & visual literacy

Value of Approach...

For all users it offers

- a different process for developing a sense of place
- an integrated & enjoyable approach to fieldwork
- a different approach to citizenship education
- the opportunity for ownership of learning

Ways forward?

- Teachers from the local area are using the approach and the location
- Applying the technique to different locations
- Focus for NE Primary Geography Champions Inset day
- Web based resource? Funding?

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